DOCUMENT RESUME

ED 132 011 SE 021 447

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TITLE	The Games Cities Play. [Project ECOLogy ELE Pak, Amoe Pak].
INSTITUTION	Highline Public Schools, Seattle, Wash.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[76]
NOTE	18p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document
AVAILABLE FROM	Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*City Problems; *Elementary Education; Environment; *Environmental Education; *Instructional Materials; *Units of Study (Subject Fields); *Urban Studies
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This is a simulation game and a part of the environmental education program developed by the Highline Public Schools. The game emphasizes why a city is formed, how it grows, where it develops, and some problems with which it must cope. It is designed to be used with elementary students in the intermediate grades. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

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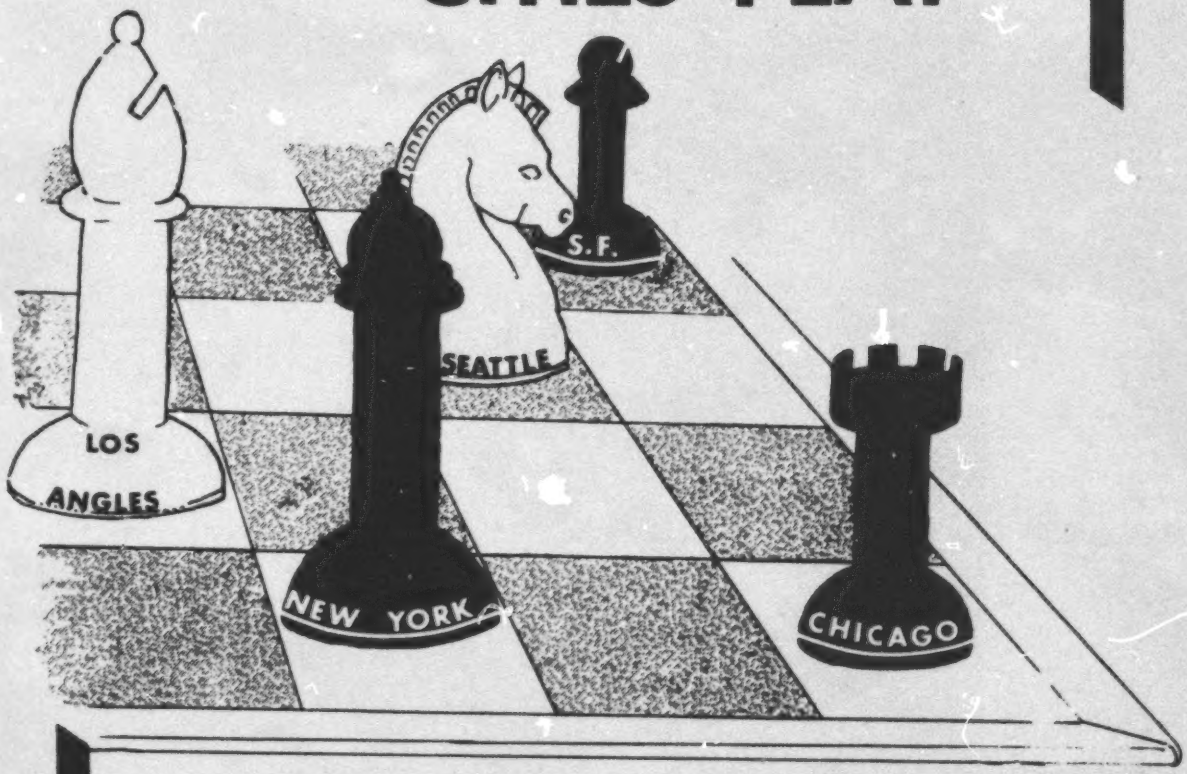
AMOE PAK

THE GAMES CITIES PLAY



by Ruth Amoe

An Environmental Learning Experience for elementary intermediate area. One of many "ELE PAKS" available for all areas.

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SE 021 447

NATURE KNOWS BEST

PROJECT ECOLOGY TITLE III

EVERYTHING IS CONNECTED TO EVERYTHING ELSE

THERE IS NO SUCH THING AS A FREE LUNCH

EVERYTHING MUST GO SOME WHERE

The Kids Who Participated in the Pilot Evaluation Program

Robert Arndt	Katie Kallio	William Johnson
Craig Battis	Lisa Morrell	Greg Marty
Bill Bomber	Shawn Rusch	Karl Schneider
Tony Kogut	Gilbert Clark	Joe Garcia
Jimmy Shelton	Dean Cochran	Gina Jausoro
Tom VanBronkhorst	Robert Dietrich	Kelly Lavin
Wendy Doyle	Eric Danielson	Cherise Rasmussen
Stephanie Goodale	Ernie Eder	Martha Shefveland
Cara Johnson	Cory Edmiston	Kathy VanMeter

The Reader Who Studied, Critiqued & Offered Suggestions & Ideas for Improvement

Nancy Pellegrini, Highline School District, Normandy Park

The Author/Teacher Who Developed This Environmental Learning Experience (ELE)

Ruth Amoe	Highline School	Ralph Woods
Gregory Heights Elementary	District #401	Principal

Evaluation Results Regarding This ELE May Be Obtained by Including This Page and a Self Addressed Stamped Envelope To

Highline Public Schools, District 401
Instructional Division
Project ECOLogy ESEA Title III
Bill Guise, Director
15675 Ambaum Boulevard S. W.
Seattle, WA 98166

PROJECT ECOLOGY TITLE III

THE GAMES CITIES PLAY

The Games Cities Play is a simulation game which emphasizes why a city is formed, how it grows, where it develops, and some problems with which it must cope. Each facet of the game is viewed by the player in three separate roles - interests/ occupation/life style. Once the city is formed and role groups are formed, the city is faced with life-like problem situations to solve. The class divides into groups according to which role (interest, occupation or life style) is affected by the problem. Agreement as to the solution of the problem is reached within each group. Consensus of the total group is then reached. New problems are presented as time and situation indicates.

Overview of Time and Action Sequence

Week I - Beginning of game using interest activities
- Day 1 - Identification of personal interests
- Day 2 - Placing interests on game board
- Day 3 - Categorizing interests
- Day 4 - Introduce Game Board as geographic area
- Day 5 - Divide into interest groups

Week II - Assuming roles of occupation and life styles
- Day 1 - Receiving occupation role cards
- Day 2 - Categorizing occupations and grouping
- Day 3 - Receiving life style role cards
- Day 4 - Grouping
- Day 5 - Evaluation of group roles

Weeks III, IV, V - Problem solving
List of problem solving situations with suggestions of related field trips and resource people.

RATIONALE

The education of our children is the salvation of our democratic way of life. The dilemma of our times is not that we should teach or not but what and how we shall teach. The educational revolution, with its impetus Sputnik, is no less lifestyle-shaking that was the Industrial Revolution. The difference is that the educational revolution is purposely taking place in a relatively short span of time, and the Industrial Revolution evolved over a long period of time as technology was developed.

Whereas the "Educated Man" was once a bank of axioms, truths and "knowledge"; today's educated person is a technician who has a broad base of experiences and is able to locate, facilitate and manipulate knowledge as related to his immediate and far-reaching needs. In order to function in our rapidly changing society, today's educated person must be able to look objectively at his habitat, to analyze his needs, to manipulate his environment, to meet those needs and at the same time to look forward to future generations' needs, to evaluate his actions and to reorganize his mode of operations if it is indicated. The success of each of these personal actions; to analyze, to manipulate, to speculate, to evaluate, to reorganize is tangent on the single skill - decision-making.

Most educators give students opportunities to communicate, to be objective, to analyze. Some teachers provide for the experience of evaluation and speculation. Few teachers allow manipulation of society through role-playing. Rarely is a student given the nod to reorganize and try again.

Society generally looks at the educational process as the way to accumulate knowledge (facts and skills) so that the learner can make intelligent decisions at some time in the future. This is valid - but decision-making is a skill just as surely as is analysis, observation, organization, expressing one's self, as reading. It is a skill that must be learned and developed as is any skill.

Have you ever watched young children at play? The little girl plays Mommy or salesperson. A young boy can be a teacher and airline pilot in the same day. Children try on roles. They can be what they want to be, when they want to be and for how long they want to be it.

Why do children play games such as this? Why do they assume roles? A child's play is his work. That is how he learns the parts he is to play in his life. He tries out roles and learns from his experiences.

If we accept the theory that a child's play is his work and agree that it is an effective learning avenue, then let's use it in the classroom. How can we better educate than in the way the child chooses to learn?!

The use of simulation games as a learning experience gives the learner the opportunity to make decisions in his role without being threatened by real-life consequences if a wrong decision is made.

Participation in the manipulation of a given situation can give the role-player a feeling of success and self-worth regardless of the role played.

The real key to the advantage of simulation games is involvement. It is the difference between being an observer or a participant. It is the difference between sitting in the stands or being the quarterback. It is the difference in reading about city government in the evening newspaper or serving on a citizen's

advisory committee. It is the difference between learning about history from a book or being King George!

A simulation game can be devised for any living situation. It can be narrow in concept or encompass a myriad of concepts. It can be a three minute problem-solving situation or a year long battle of wits. It can be real or imaginary, in the past, present or unimagined future. It can be a board game (ie Monopoly) or a role-playing situation. It can be a game to win or open-ended. It can be a game which is played by chance (as are many board games), situation and roles researched and debated, as groups or individuals, juried and judged as to success of role played, or with the final product to be a speech or paper to support a particular opinion about the situation. A simulation game can be a fun time filler for that time you have left over every Tuesday between P.E. and a television program or it can encompass field trips, resource speakers, research, and community involvement.

A simulation game is any decision-making experience that simulates a living situation. A few basic guidelines to aid you in developing your own simulation games:

What is the situation?
What is the goal of the game?
What is the scope of the game?
What are the roles in the game?
How is the game to be played?
How is success, achievement or conclusion reached?

THE GAME CITIES PLAY

What is the situation?

The development of a city and surrounding areas.

What is the goal of the game?

To provide for successful decision-making in reaching solutions to problem situations in the development of an area.

What is the scope of the game?

Time: 30-45 min. for 5 weeks
Organization: Grouping according to interest activities, occupations, life styles
Success: Satisfactory solution to each problem situation.

What are the roles of the game?

Each player has a role to play with three separate but interrelated emphasis:
Interest activity (What do you like to do?)
Occupation (What is your job and income?)
Life style (How many members in your family, how many working members?)

How is the game played?

1. A problem is presented.
2. The class groups according to interest, occupation or life style depending upon which is most affected by the problem.
3. Each group reaches a consensus of opinion as to the solution to the problem.
4. The total class reaches a consensus as to the solution to the problem.

Repeat process as needed for each new problem situation.

WEEK #1

Day #1 - Entering the game according to each person's interest:

1. Class discussion: Ask: *What do you like to do better than anything else in the world?* Bring out the variety of interests within your group.

2. Ask each person to bring a picture of the thing they like to do best, the thing they are most interested in.

You may want to use this as an in-class project for day #1. In that case have a large supply of magazines available and allow time for the students to skim through the magazines to locate suitable pictures.

Day #2 - Placing interests on the game board.

1. As a class - each student places a picture of their interest on a large bulletin board (suggest at least 6 ft. x 8 ft.). If no bulletin board is available to you, use a large piece of butcher paper that you can attach to your chalkboard. You can roll up the playing board when not in use but if you leave it up you will find the students looking and figuring often during the day -- that's a sure sign of involvement!

Day #3 - Categorizing the interests.

As a group list, categorize and group the activities according to compatability.

1. Teacher: Use the Taba method of listing the activities on the chalkboard or a large piece of butcher paper as the class volunteers the interest activities.

2. As a class: look carefully at the interests to see which seem to go together naturally. Underline all of the interests that go together with one color of chalk or felt tip pen.

3. As a class: Decide upon the general categories into which the interests can be grouped: winter sports, summer sports, etc.

4. Teacher: On another chalkboard or butcher paper list the decided upon categories and which interest fall under each heading.

5. Teacher: Using the same categorizing technique you may want to reorganize the interests according to other compatible groupings (sports activities, fine arts, library activities). By reorganizing, the students will see the interdependence and interrelationships of the interest activities.

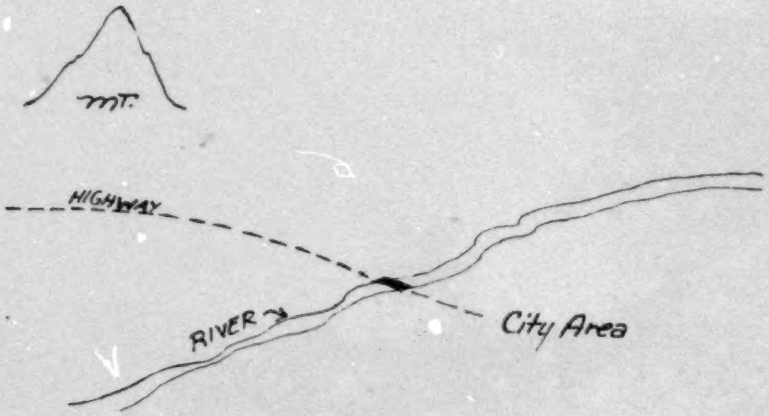
Day #4 - Introduce the idea that the bulletin board can be used as a specific living area.

1. Teacher: Designate one part of the board as a city (approximately 1/3 of the total area). You may want to try to place the city in the area where the interest activities are conducive to city life but it is not necessary because the class will again reorganize the placement of interest areas.

2. As a class: Using deductive reasoning, discuss the possible basic reasons for a city to be there - method of communication (river, railroad, center of population, etc.)

3. As a class: Discuss and plan where to place a river on the area board in a logical place in relation to the city.

4. Teacher: Place a major highway on the area board running from your newly placed city to a logical city which is off the area board.



Day #5 - Divide into interest groups. Place vital topographical features and reorganize interest areas.

1. Teacher: Using the categories of interest activities, divide the class into interest groups. Give them a few minutes to become accuainted with each other's interests and choose a spokesman for the group. This will be their permanent interest group throughout the game.

2. As an interest group: Decide upon topographical features to accomodate the interest activities within your group. (i.e. lakes, mountains, ocean)

3. As a class (while still in the interest groups): Decide upon all of the topographical features you will need to place on the area board to accomodate the range of interest activities within your total class.

4. As a class (while still in interest groups): Using the placement of the city, the river and the highway as your guides, decide upon the placement of the topographical features.

5. As a class: Each person rearrange the placement of his interest to an area compatible to the new topographical features.

6. As a class: If time permits, discuss the placement of the vital topographical features. Do you need to change anything? This is something you can do at any time the area and its development become incompatible. You can have the interest groups meet and decide upon a new placement for a troublesome area. (Remember one of the advantages of a simulation game is that you can go back and change things when you have made a mistake - and not have to take real life consequences. This takes away the threat of defeat or failure which could kill the game.)

WEEK #2

Day #1 - Occupation Roles

1. Teacher: Pass out occupation cards to each player at random.

SAMPLE

Carpenter
$9,800

A list of occupation cards is at the end of the Pak. The ratio of each occupation to the total population cannot be provided for in such a small group, rather a range of occupations is planned - one policeman represents all policemen.

2. As a class: Discuss the occupation of each player. Decide what occupations are interrelated and can be grouped together to make decisions. (Service occupations, government, farmers, professional people, sales, maintenance, etc.)

Day #2 - Categorizing occupations and grouping

1. Teacher: Use yesterday's discussion of interrelationships of occupations to lead into categorizing compatible occupations (ala Taba method)

2. As a class: Group according to compatible occupations.

3. As a group: Decide upon logical business setting for your type of occupation.

Day #3 - Life Style Roles

1. Teacher: Pass out life style cards to each child at random. A list of life style cards is at the end of the Pak.

Sample

Mother, father 2 children wife unemployed

2. As a class: Discuss each child's life style card and what this means in relation to his occupation. How expensive a car can he drive? How elaborate can his house be?

3. As a class: Decide where the residential areas would be in relation to the business area, rivers, highway, etc. Where will the expensive housing be, apartment housing, middle income housing, low income housing?

Day #4 - Life Style Grouping

1. As a class: Decide how the total group will be divided into compatible life style groupings. Decide upon the general headings (high income, high middle income, mid-middle income, low middle income, low income - heavy in the middle incomes because most people will fit into that grouping.)

2. As a group: Group according to life style and decide upon the placement of residential areas. Allow for growth.

Day #5 - Evaluation

1. As a class: Reach a group consensus and agreement of the placement of interest/occupation/residential areas.
   a. What changes need to be made?
   b. What has not been provided?
   c. What do you need to know?

2. This is a time to reevaluate and reorganize if it is indicated.

3. Teacher: Each child should consider the personality of his role. You might ask each to research, interview and examine his role and life style. Optional: You may want this in the form of research paper or oral report.

WEEK #3-5

Teacher can begin to introduce problems the city/area must solve.

Method to Introduce Problems:

The teacher may assume any one of several roles in the introduction of problem solving situations. The general rule is to present the problem and obvious questions then let the class decide what grouping would be the most conducive to solving the problem.

1. Dictator: This _____ goes here. Now what are you going to do?

2. Liason: I have been informed that a _____ is coming into the area. Where should it be placed? What changes need to be made? How does it affect your role?

3. Troubleshooter: Your city needs a _____. Where should it be placed? What new jobs are needed? Any jobs obsolete? Does it affect your business? residence? interest?

4. Informer: A major tragedy has occured (fire, flood, etc.) and a vital industry or interest is deeply affected. What adjustments are necessary? What major changes must take place? What future precautions are needed?

Methods to Solve:

1. Grouping to solve a problem: The class will decide upon the grouping necessary to solve each separate problem. Sometimes it is desireable to regroup and reach a different consensus. Perhaps you will want to regroup again to reach a consensus according to a third grouping.

2. Reach a consensus via:
   A. collection of data
      a. research subject
      b. interviews
      c. field trips
      d. speakers
      e. films
   B. group discussion and an agreement

3. Class discussion: Discuss the consensus of the groups. Why did one group decide one way and another group an entirely different consensus? Consensus is reached according to the emphasis of the group - interest, occupation or life style - high middle or low income - the importance of the interest activity to total life - does the problem directly affect job, interest or life style?

4. Individual solutions: Some problem solving situations are conducive to individual solutions. You may wish to work research papers, oral reports, debate, written defense of a position into the simulation game. If you do, be sure to provide adequate time to accommodate the activity (preparation and presentation). This might make a difference in the total timing of the game.

Some Things to Think About:

1. Leadership - You will notice leadership roles immerge within your total group. You can channel this energy into the formation of a city government if you plan for it in your game. You would need to plan for time for the government to act on pertinent issues and problems. You will also need to provide a method of the formation of government (i.e. elections). The problems experienced in trying to include government in the game is organization. You could have a fourth grouping in which each player has some role in the government (mayor down to citizen). Town Hall meetings are exciting problem-solving situations. An alternate way to include government in the game is to have one of the occupations groups a government group.

2. Self advancement - A very real-life phenomenon is the person who is not satisfied with his role and or life style. You will see this happen in the game. You will need to decide before the game whether each player must stay within his three roles and use this as an object lesson. (What happens when a person has unfulfilling or undesirable occupations or life style? Stagnacy? Frustration? Unrest?) An alternative is to provide a method for the eager beaver to advance through logical means (education, investment, ingenuity, heir to fortune, etc.) Methods of advancement you may use:

    1. Presentation of case to Board of Judges (cross section of total class)

    2. An oral presentation to total class.

    3. Written argument to the teacher.

    4. Meeting guidelines the class sets up ahead of time.

    5. Proof of worthiness by research of the new role - presentation in any one of above ways.

    6. Petition the governmental body.

How to End the Game? The game can be ended in one of a variety of ways. There is no set pattern to follow but whatever feels comfortable and is satisfying to the class is an easy rule to follow.

1. Time: Plan the game for a specific length of time. End the game at the planned time. Be sure that the class has reached a successful solution to the last problem.

2. Break in school time: You may want it to end at a definite break in school time to add finality to the end of the game - vacation break, end of quarter, etc.

3. Optional end: Whenever you and your class have reached a logical place to end. Then you can all look at the board and say, "We like it the way it is."

4. Indefinite end: Whenever you (and the class) have run out of logical problems to solve. Caution: Stop while it is still satisfying to reach a solution to a problem.

Remember that the objective of the game is to provide for successful decision-making. Success breeds success!

Have fun!!

PROBLEM SOLVING SITUATIONS

Situation	Field Trip	Resource People
1. New airport (or expansion)	Airport	Public Relations Director or Your 2¢ Worth Committee
2. Railroad	Rail Terminal	
3. Hospital		Hospital Administrator
4. Schools - 3		Principal Assistant Supt.
5. A new dam is located upstream	Nearest dam	Dam Commission
6. New large new factory and ensuing population growth		local businessman
7. Placement of homes due to growth		
8. Placement of schools due to growth		
9. Placement of hospitals due to growth		
10. New sewage system needed due to growth.	Sewage treatment plant	Sewer Dist. representative - Your 2¢ Worth Committee
11. New business due to growth		Chamber of Commerce
12. Which way business growth?	Tour	Chamber of Commerce
13. Which way residential growth?	Tour	
14. What happens to the "old" business area?	Old section of town	Chamber of Commerce
15. What happens to the "old" residential area?	Tour	
16. The government is no longer adequate.		Local official

(You will find the class will begin to offer problems to solve.)

Cut apart and distribute

OCCUPATION CARDS

CARPENTER $10,272	PHYSICIAN $39,000	DEPT. STORE MANAGER $14,000
TEACHER $9,025	DENTIST $29,000	T.V. REPAIR $12,400
MEDICAL TECHNICIAN $7,500	LAWYER $32,000	T.V. PERFORMER $20,000
PHARMACIST $12,000	SALESPERSON $7,000	OWNER OF FURNITURE STORE $28,000
SECRETARY $6,000	NURSE $8,000	OFFICE MANAGMENT $8,400
FACTORY WORKER $6,240	CONTRACTOR $15,000	POLICEMAN $10,000
ACCOUNTANT $10,500	TRUCK DRIVER $8,500	FIREMAN $9,000
SERVICE STATION OWNER $9,000	OIL DELIVERY $7,200	PILOT $30,000
SERVICE STATION ATTENDANT $4,000	WAITER/WAITRESS $5,600	INSURANCE SALES $15,000
CLEANING MAINTENANCE $5,500	ROAD MAINTENANCE $5,200	CHAMBER OF COMMERCE $18,000

Unrepresented - You may want to include: Telephone Co., Utilities Co., Transit System, Ambulance Service, Engineer, Post Office, Ministry

Cut apart and distribute

LIFE STYLE CARDS

Employed Widow - 50 Salary + $120 per mo. in social security	Employed Widower - 62	Employed Batchelor - 30
Employed Husband - 23 Unemployed Wife - 20 Baby	Employed Husband - 42 Employed Wife - 40	Employed Husband - 37 Employed Wife - 32 2 small children
Employed Husband - 45 Unemployed wife - 42	Unemployed Husband - 33 Employed Wife - 31 1 teenager - employed part time	Employed Husband - 28 Employed wife - 27 4 children
Employed Husband - 50 Employed Wife - 47 2 teenagers - unemployed	Employed Husband - 46 Unemployed Wife - 45 7 children	Employed Husband - 40 Employed Wife - 36 3 children
Employed Husband - 47 Employed Wife - 45 4 children	Employed Divorced Woman 32 2 small children	Employed Husband - 30 Unemployed Wife - 28 2 children

Employed Husband - 39 Unemployed Wife - 36	Employed Husband - 42 Unemployed Wife - 40 1 teenager employed part time	Unemployed Husband - 29 Employed Wife - 27 1 small child
Employed Husband - 38 Employed Wife - 35 4 children	Employed Husband - 50 Employed Wife - 37 2 children	Employed Husband - 46 Employed Wife - 44 2 teenagers - unemployed
Employed Husband - 60 Unemployed Wife - 55 2 teenagers - unemployed	Employed Husband - 46 Employed Wife - 44 4 teenagers - 2 employed	Employed Husband - 38 Employed Wife - 30 5 children
Employed Husband - 30 Employed Wife - 28 4 children	Employed Husband - 40 No wife 3 children	Employed Husband - 28 Employed Wife - 27 1 child
Employed Husband - 45 Unemployed Wife - 42 3 teenagers 1 small child	Employed Husband - 34 Employed Wife - 34 6 children	Employed Husband - 35 Unemployed Wife - 33 4 children

Employed Husband - 49 Unemployed Wife - 47 2 teenagers - employed part time	Employed Husband - 26 Employed Wife - 25	Employed Husband - 47 Employed Wife - 45